

Introduction to News-2-You Lesson Plan Templates

These lesson plan templates are intended to assist teachers and other educators in developing standards-based instructional lessons using the News-2-You activities. The lesson plans are “generic” to the structured activities that can be downloaded each week. However, the specifics of the lesson will vary depending on the topic, theme and vocabulary presented each week in the News-2-You materials.

Each lesson plan identifies “instructional targets” which reflect the essence of academic content standards. This will help educators to identify the skills that all students should be gaining as the result of the lessons. The Standards-based Instructional Targets chart should also be downloaded and used as a desk reference to identify the focus target skills that are specific to grade level bands: Elementary, Intermediate, Middle School and High School. As in the general education classroom, students in the early grades have a different skills focus than those in the older grades.

The lesson plan section of the template offers specific instructions on how to build skills and incorporate the News-2-You activities in a way to maximize learning. Of course a creative teacher may also find other ways to extend the learning activities and this is encouraged in all instructional activities. These lesson plan instructions are directly related to the standards-based instructional targets.

Students who utilize News-2-You lessons vary significantly in ability levels. Therefore, there is a section of the template that offers expectations for differentiated tasks.

- Level 3 students will typically be ones who are learning to read text, and can independently demonstrate comprehension of the learning information. The higher level editions of the News-2-You materials are generally appropriate for this student.
- Level 2 students may require picture support and other direct support in learning and the demonstration of comprehension. The regular or simplified editions of the News-2-You materials will be appropriate for this student.
- Level 1 students are typically requiring maximum support within instructional tasks. For these students, increasing the level of participation is the main objective. It will be important to find supports that encourage active response to lesson activities. Use of talking switches and errorless choice making should be explored.

There must be an understanding and expectation that ALL students will participate in standard-based instructional activities. That is the fundamental belief of the News-2-You program. It is also to be assumed that ALL students can participate in the same/similar activity when appropriate differentiated supports are in place.

Activity: **News-2-You Current Events News Page**

Topic: _____

Instructional Targets: Essence of Standards (Refer to Standards-based Instructional Targets chart for grade level targets)	
Reading: <ul style="list-style-type: none"> • Read fluently • Acquire specialized vocabulary • Build sight words • Apply strategies for comprehension • Gain information from reading • Read literary text from a variety of genre (non fiction) 	Social Studies: <ul style="list-style-type: none"> • Analyze and interpret events, patterns and themes in history

Lesson Plan:	
1. Based on the content of the current events topic, build background knowledge and introduce the main idea using materials from the web link. Engage students in discussion that helps them connect the topic to their personal experiences.	
2. Present pre-selected sight words on cards. <ul style="list-style-type: none"> • Analyze words for initial sounds, word rimes and other decodable components • Present high frequency words in Word Wall activities 	
3. Using the regular edition of the current events news, read the text aloud as students follow. <ul style="list-style-type: none"> • Discuss and ask questions to build understanding. 	
4. Select the edition of the current events news specific to each student's reading ability. <ul style="list-style-type: none"> • Engage students in individual or small group reading of this text. • Build on personal reading skills for engagement, interaction and comprehension 	
5. Engage students in repeated readings of current events news during the week. <ol style="list-style-type: none"> 1. Extend reading through review and use of new vocabulary 2. Extend learning through related writing activities 	

Differentiated Tasks:		
Level 3	Level 2	Level 1
Students will read printed text in the current events news within the higher level editions.	Students will read text that is associated with pictures in the regular and/or simplified editions.	Students will activate a talking sequence switch to participate in reading lines of the simplified text edition of the current events.
Students will retell events from the current events news.	Students will point to pictures with the story or communication boards to answer questions about the text.	Students will select a picture (errorless choice) in response to a question about the current events news. Students will activate a switch to participate in reading actions (e.g. turn the page, read more)

Activity: **People in the News**

Topic: _____

Instructional Targets: Essence of Standards (Refer to Standards-based Instructional Targets chart for grade level targets)	
Reading:	
<ul style="list-style-type: none">• Use context clues and explanations• Interpret and comprehend text• Apply a reading process to various types of text	
Social Studies:	
<ul style="list-style-type: none">• Analyze commonality and diversity among groups of people within local, national and global settings	

Lesson Plan:	
1. Introduce the person/people in the news through discussion that will connect to the current events news topic. Use the web link to gather pictures or supporting materials. <ul style="list-style-type: none">• Relate information about this individual in terms of when (now or long ago) and where they live (locate on a map or globe...is this near or far away)	
2. Read the people in the news article aloud from the regular edition as the students follow along <ul style="list-style-type: none">• Present questions for discussion	
3. Develop a simple web that describes the person: who (in the center): when did he/she live; where did he/she live; identify important facts about the individual.	
4. Select the edition level of the people in the news article that is specific to each student's reading ability. Engage students in individual or small group reading. <ul style="list-style-type: none">• Extend vocabulary, reading skills, and comprehension based on students' specific needs.	

Differentiated Tasks:		
Level 3	Level 2	Level 1
Students will independently read text from the higher level edition of people in the news.	Students will read text with support from pictures in the regular or simplified editions of people in the news.	Students will activate a talking switch to repeat lines from the simplified edition of the people in the news.
Students will identify or state 3 key facts about the person in the news.	Students will point to pictures in the article, a communication board, or a picture web to identify 2 important facts about the person in the news.	Students will select a picture (errorless choice) in response to a question related to the person in the news.

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Activity: **Places in the News**

Topic: _____

Instructional Targets: Essence of Standards (Refer to Standards-based Instructional Targets chart for grade level targets)	
Reading	<ul style="list-style-type: none"> Gain information from reading
Social Studies:	<ul style="list-style-type: none"> Show knowledge of geographic locations

Lesson Plan:
<ol style="list-style-type: none"> 1. Introduce Places in the News with pictures and supporting information from the web link. 2. Locate the “place” on a map or globe. <ul style="list-style-type: none"> Discuss the name of this place, the city, the country. Compare the location of this place with the student’s location. Attach a picture of the topic to the location on the map. 3. Read aloud the regular edition of places in the news as students follow along. 4. Select the edition level of the people in the news article that is specific to each student’s reading ability. Engage students in individual or small group reading. <ul style="list-style-type: none"> Extend vocabulary, reading skills, and comprehension based on students’ specific needs.

Differentiated Tasks:		
Level 3	Level 2	Level 1
Students will independently read text from the higher level edition of people in the news.	Students will read text with support from pictures in the regular or simplified editions of people in the news.	Students will activate a talking switch to repeat lines from the simplified edition of the people in the news.
Students will locate on a map, name the location and tell about its significance from the places in the news article.	With picture supports, the student will point to the location and/or pictures representing the place from the places in the news article.	Students will activate a switch to request from other students “Show me where it is on the map.”
		Students will select a picture (errorless choice) representing the place in the news.

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Activity: **Recipe page**

Topic: _____

Instructional Targets: Essence of Standards (Refer to Standards-based Instructional Targets chart for grade level targets)	
Reading:	<ul style="list-style-type: none">• Extend own vocabulary• Apply a reading process to various types of text (follow sequenced directions)
Math:	<ul style="list-style-type: none">• Select and use appropriate units and tools for measuring

Lesson Plan:	
1. Use the recipe card to read, identify and locate the ingredients and tools needed to complete the recipe.	<ul style="list-style-type: none">• Necessary ingredients may be reviewed before preparation time and put onto a shopping list for purchase at the grocery store.• Simulated grocery shopping may be done in a classroom, with prices on items and money exchanged for ingredients.
2. Students will read the recipe directions and complete the task.	<ul style="list-style-type: none">• Recipes may be completed in small group sessions that are repeated for several groups.• Task assignments may be made for completing the recipe on different days; for example, one student will read while another prepares.
3. Eat and enjoy the prepared snack as a social exchange opportunity.	
4. Review the recipe by cutting apart the steps and sequencing into the steps that were followed.	

Differentiated Tasks:		
Level 3	Level 2	Level 1
Students will read directions and follow steps to complete the recipe.	Using picture supports, the student will read the directions and follow steps to complete one step of the directions at a time.	Students will use a talking sequenced switch to read the directions for others to complete.

Activity: **Joke Page**

Topic: _____

Instructional Targets: Essence of Standards (Refer to Standards-based Instructional Targets chart for grade level targets)	
Writing:	
• Communicate effectively	
• Deliver presentations	
Reading:	
• Apply a reading process to various types of text	

Lesson Plan:	
1. Prepare students with the lines of the joke by reading and practicing the turn taking of each line of the joke.	
• Discuss the underlying meaning of the joke—what makes this funny?	
• Students may take turns as the giver and receiver of the joke.	
2. Prepare for delivery of the joke to others	
• Practice effective ways to gain attention and start the joke (“Want to hear a joke?”)	
3. Deliver the joke to others outside of the classroom, such as to peers, during daily announcements, take home to share with parents.	

Differentiated Tasks:		
Level 3	Level 2	Level 1
Students will independently deliver the joke with turn taking.	Students will deliver the joke with picture prompts and adult support.	Students will show turn taking during delivery of the joke using a taking switch.

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Activity: **Game Page**

Topic: _____

Instructional Targets: Essence of Standards (Refer to Standards-based Instructional Targets chart for grade level targets)	
Reading:	<ul style="list-style-type: none">• Acquire specialized vocabulary• Apply strategies for comprehension• Apply a reading process to various types of text

Lesson Plan:	
1.	Re-read and review the content of the current events news articles. Point out specific vocabulary that was introduced and pictures that supported understanding in the article.
2.	Cut out the pictures on the Game Page and affix to index cards. Write the topic of the news article on a large card. Sort the picture cards that are associated with the topic. Discuss how these words were used in the topic. <ul style="list-style-type: none">• Vocabulary cards may be used with Velcro or magnetic backings or pinned to a bulletin board for sorting.• Distinguish between words that DO go with the topic and those that do NOT go with the topic.
3.	Have students locate the topic words within the news article using the index picture cards. Circle words in the article.
4.	After practice and review with the vocabulary pictures and words, have the student complete the worksheet. <ul style="list-style-type: none">• Select the level appropriate for the student (simplified, regular, higher).• Read the directions to the student. Students will be supported or complete the task independently depending on ability level.• Alternative writing options may need to be considered for students with motor difficulties.
5.	Extend the activity by doing a group lesson. Use the index cards. Have a student draw a card, identify and discuss the picture, and determine if it was in the one that was related to this topic. If from the topic, all students will find it on their worksheet and circle the word.

Differentiated Tasks:		
Level 3	Level 2	Level 1
Students will independently identify words that are associated with the story.	Students will point to named pictures related to the topic.	Students will select (errorless choice) a pictures that is presented and related to the news topic.
Students will cross out words that are NOT related to the topic on the higher worksheet.	Students will circle/mark related pictures on the regular or simplified worksheet.	

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Activity: **Matching Page**

Title: _____

Instructional Targets: Essence of Standards (Refer to Standards-based Instructional Targets chart for grade level targets)	
Reading:	
<ul style="list-style-type: none">• Build sight words• Acquire specialized vocabulary	

Lesson Plan:	
<ol style="list-style-type: none">1. Review vocabulary from the topic current events news articles.2. Students will match the picture with the print word by drawing a line between the picture and word.<ul style="list-style-type: none">• Pictures may also be matched by making two sets of the pictures and used as in a match game.• Pictures and words may be matched by making a set of pictures and a set of words and used as in a match game.	

Differentiated Tasks:		
Level 3	Level 2	Level 1
Students will independently draw a line between pictures on words on the worksheet.	Students will match pictures that are the same.	Students will select a picture when presented with one to “match” with a picture or word. (errorless choice)

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Activity: **Review Page**

Topic: _____

Instructional Targets: Essence of Standards (Refer to Standards-based Instructional Targets chart for grade level targets)	
Reading:	<ul style="list-style-type: none">• Apply strategies for comprehension

Lesson Plan:	
1.	Read and review the current events new articles. Through discussion, answer the questions from the review page.
2.	Select the appropriate level of the review page to match student abilities. Present the worksheet and have students read the questions and circle the correct answer. <ul style="list-style-type: none">• Focus on the question words: who, what, where, how to build comprehension strategies.• Students may point or select the picture responses if motor abilities do not allow using a pencil to circle.• Questions may also be programmed in to a computerized program for an alternate response.• Encourage students to refer to the current events news articles and other activity resources to locate answers to questions.

Differentiated Tasks:		
Level 3	Level 2	Level 1
Students will read questions and circle the correct answers in the higher level news in review worksheet.	Students will circle, point or select the correct answer after hearing the question read from the regular or simplified levels of the news in review worksheet.	Given a single choice (errorless) or two choices, the student will indicate the answer after hearing the question on the simplified level of news in review.

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Activity: **Puzzle Page**

Topic: _____

Instructional Targets: Essence of Standards (Refer to Standards-based Instructional Targets chart for grade level targets)	
Reading:	
• Acquire specialized vocabulary	
Math:	
• Use patterns, relations and functions to analyze problem situations	

Lesson Plan:	
1. Review words and word meaning of the words in the puzzle word bank. Have students use the words in a sentence to demonstrate understanding.	
• Students may need support from communication boards and devices to generate a sentence.	
2. Students will read the word, locate/match the number in the puzzle and spell the letters of the word while writing it on the puzzle spaces.	
• Students who do not have the motor ability to write the words may be able to spell the letters of the word.	
• Students who do not know the names of letters may point to the letters in directing another to write them on the spaces.	
• Students who do not have the motor, reading or spelling ability should select a word and be encouraged to attend as a partner writes and spells the words being placed in the puzzle.	

Differentiated Tasks:		
Level 3	Level 2	Level 1
Students will read the word, use it in a sentence and write the word on the appropriate spaces on the puzzle.	Students will read a word with a picture and name the letters to be placed on the puzzle. Students will read the word with a pictures and copy letters to the puzzle.	Students will select (errorless choice) and attend while the letters are written/spelled in the puzzle. Students will name a word using a taking switch that will direct another to write it on the puzzle.

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Activity: **Think Page**

Topic: _____

Instructional Targets: Essence of Standards (Refer to Standards-based Instructional Targets chart for grade level targets)	
Reading:	
<ul style="list-style-type: none">• Interpret and comprehend text• Describe and discuss literature	
Writing:	
<ul style="list-style-type: none">• Plan for writing• Apply writing skills• Revise and edit writing• Select language and structural features for writing	

Lesson Plan:	
1.	The think page extends the vocabulary and content of the current events topic into higher level thoughts and ideas. Review the content of the topic using the articles and any supporting pictures that may be pertinent. <ul style="list-style-type: none">• Use discussion and simple webs to generate ideas related to the questions. Include picture supports and choices that will stimulate responses.• Support students in generating their responses to questions: formulate oral responses; use picture communication boards and devices to combine words/symbols in response to questions; use special computer programs and alternate keyboards to structure response formats.
2.	Select the think page level specific to the student's abilities. Read or have the student read the question and generate a sentence response for this question. Student will write or dictate a response that is used to complete the worksheet.

Differentiated Tasks:		
Level 3	Level 2	Level 1
Using the higher level think page, students will read/hear the question and generate a sentence response. Students will write a sentence response to the question.	Using the regular level think page, students will generate a sentence response to the question using picture supports.	Students will select a picture (errorless choice) in response to a question and activate a switch to share a sentence about this picture/question.

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Activity: **Holiday Page**

Topic: _____

Instructional Targets: Essence of Standards (Refer to Standards-based Instructional Targets chart for grade level targets)	
Reading:	<ul style="list-style-type: none"> • Read fluently • Acquire specialized vocabulary • Gain information from reading
Social Studies:	<ul style="list-style-type: none"> • Analyze and interpret events, patterns and themes in history

Lesson Plan:	
1.	Based on the content of the holiday page, build background knowledge and introduce the main idea using materials from the web link. Engage students in discussion that helps them connect the topic to their personal experiences.
2.	Using the regular edition of the holiday page, read the text aloud as students follow. <ul style="list-style-type: none"> • Discuss and ask questions to build understanding.
3.	Select the edition of the holiday page specific to each student's reading ability. <ul style="list-style-type: none"> • Engage students in individual or small group reading of this text. • Build on personal reading skills for engagement, interaction and comprehension
4.	Engage students in repeated readings of the holiday page during the week. <ul style="list-style-type: none"> 3. Extend reading through review and use of new vocabulary
5.	Locate the date of the holiday on a calendar. <ul style="list-style-type: none"> 4. Plan extended activities related to the holiday.

Differentiated Tasks:		
Level 3	Level 2	Level 1
Students will read printed text in the holiday page within the higher level editions.	Students will read text that is associated with pictures in the regular and/or simplified editions.	Students will activate a talking sequence switch to participate in reading lines of the simplified text edition of the holiday page.
Students will retell events from the holiday page.	Students will point to pictures with the story or communication boards to answer questions about the text.	Students will select a picture (errorless choice) in response to a question about the holiday.
Students will locate the date of the holiday on a calendar.	Students will point to the picture symbol of the holiday on a calendar.	

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Activity: **Sports Page**

Topic: _____

Instructional Targets: Essence of Standards (Refer to Standards-based Instructional Targets chart for grade level targets)
Reading: <ul style="list-style-type: none">• Read fluently• Acquire specialized vocabulary• Gain information from reading

Lesson Plan:
<ol style="list-style-type: none">1. Based on the content of the sports page, build background knowledge and introduce the main idea using materials from the web link. Engage students in discussion that helps them connect the topic to their personal experiences.2. Using the regular edition of the sports page, read the text aloud as students follow.<ul style="list-style-type: none">• Discuss and ask questions to build understanding.3. Select the edition of the sports page specific to each student's reading ability.<ul style="list-style-type: none">• Engage students in individual or small group reading of this text.• Build on personal reading skills for engagement, interaction and comprehension4. Engage students in repeated readings of the sports page during the week.<ul style="list-style-type: none">• Extend reading through review and use of new vocabulary5. Plan an extended activity that involves the topic sport.

Differentiated Tasks:		
Level 3	Level 2	Level 1
Students will read printed text in the sports page within the higher level editions. Students will retell main ideas from the sports page.	Students will read text that is associated with pictures in the regular and/or simplified editions. Students will point to pictures with the story or communication boards to answer questions about the text.	Students will activate a talking sequence switch to participate in reading lines of the simplified text edition of the sports page. Students will select a picture (errorless choice) in response to a question about the sports page.

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Activity: **Word Page**

Topic: _____

Instructional Targets: Essence of Standards (Refer to Standards-based Instructional Targets chart for grade level targets)	
Reading:	<ul style="list-style-type: none">• Acquire specialized vocabulary

Lesson Plan:	
1.	Print the words from this page on card stock or glue to index cards or other heavy paper to create into a flash card format. <ul style="list-style-type: none">• Read and review the vocabulary cards to build word meaning.• Incorporate these vocabulary words in related activities for the week, including the reading of the news articles, the matching page, game page, or review page.
2.	Build vocabulary knowledge through various activities: <ul style="list-style-type: none">• Provide a simple definition of the word• Use the word in the context of a sentence or scenario• Demonstrate or act out the word to expand meaning into action• Encourage student participation at all levels of vocabulary expansion, including real objects that support meaning.

Differentiated Tasks:		
Level 3	Level 2	Level 1
Students will read the print words and describe meaning or use in a meaningful sentences.	Students will point to pictures named or described. Students will formulate simple sentences that show understanding of meaning.	Students will select pictures (errorless choice) in the context of a topic activity.

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Activity:

Title: _____

Instructional Targets: Essence of Standards (Refer to Standards-based Instructional Targets chart for grade level targets)

Lesson Plan:

Differentiated Tasks:		
Level 3	Level 2	Level 1

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